CHAPTER V

SUMMARY AND CONCLUSIONS
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This chapter deals with the summary, major findings, conclusions, educational implications, recommendations and suggestions for further research.

5.1. Summary

Adjustment as a process is of major importance for psychologists, teachers and parents. To analyse the process, we should study the development of an individual longitudinally from his birth onwards. The child, at the time of his birth, is absolutely dependent on others for the satisfaction of his needs, but gradually with the age advances, he learns to control his needs. His adjustment largely depends on his interaction with the external environment in which he lives. When the child is born, the world for him is a big buzzing and blooming confusion. He cannot differentiate among the various objects of his environment but as he matures, he comes to learn to articulate the details of his environment through the process of sensation, perception and conception. The child in his infancy can respond and think about only concrete objects of his environment. The process of abstraction comes afterwards. The young children lack the capability of self-control of the instinctive impulses.

Adjustment is a life long process starting from birth of the child. Though the home can develop many good habits, which may help in the future adjustment of the child, the schools too have a pivotal role in guiding the child. Moreover, there are many conditions in the school, which may lead to the child's maladjustment. Man among the living beings has the highest capacities to adapt to new situations. Man as social animal not only adapts to physical demands but also he adjusts to social pressures in the society. Adjustment is an important characteristic of living organism. Every individual develops of his own, unique way of treating various societal and natural constraints. It seems to be influenced by the various psychosocial factors and reflected in terms of behavioural activity.
Adjustment problems differ from student to student. Many students do badly academically, due to factors other than low/poor general intelligence capacity. One such factor is adjustment problems, which often result in poor academic performance even among the naturally bright students. It deserves a careful investigation. It is, therefore, pertinent to collect data regarding the adjustment problems of the students by administering adjustment problems inventory. Thus, the investigator can have a clear picture of the problem and employ it as a logical starting point, for developing better adjustment problems.

5.1.1 Statement of the problem

The present study is concerned to look at whether the 10th class students' personality factors, study habits, home environment conditions and academic achievement have any relation to their adjustment problems. The investigator also studied whether the personal and demographic variables such as gender, type of family, community, religion, birth order, parental education, parents' occupation, locality, type of school, type of management of the school have any significant relationship with their adjustment problems.

5.1.2 Title of the problem

The title of the present investigation is, "Social, Emotional and Educational Adjustment problems of 10th class students in relation to their Achievement".

5.1.3 Need for the study

Adjustment means reaction to the demands and pressures of social environment imposed on the individual. It involves the ability to solve one's problems in a socially acceptable and constructive way. Adjustment is nothing but the interaction between a person and his environment. In other words both personal and environmental factors work side by side in adjustment process.
The adjustment problems of the individual play a decisive role in his/her total development. Such problems often have their roots at home and school. Children spend a sizable portion of their time in schools, which influences their total personality.

If there occurs any adjustment problems in the home or at school, it effects his/her total life. Especially in the adolescent stage this is a big problem. So, understanding of adjustment problems of adolescents is needed to help them to solve their different problems.

A major assumption underlying the debate on co-education verses single-sex school education is that there are critical differences between the social and psychological environments of the two types of institutions. A few empirical studies on co-educational and single sex-schools, disclose the basis for the controversy.

Accepting study habits and home environment conditions are important factors in learning, it is necessary to investigate into their nature and also to know whether it is related to residence of pupil and other factors like self-concept, personality, academic achievement, sex, education and employment of the family members, economic status of the family, caste, pupil’s age, community, region etc.

Therefore, the main thrust of this investigation is to compare the different adjustment problems of 10th class boys and girls studying in co-education and single sex schools under different managements. Adjustment problems are the problems encountered by the students in social, emotional and educational areas.
5.1.4 Scope of the study

The present study attempts to investigate the relationship between personal, socio-economic and other general factors and the social, emotional and educational adjustment problems of 10th class students studying in different managements.

The scope of the present study is mentioned below:

1. The present investigation is confined to the 10th class students of six districts viz., Nellore, Guntur, Chittoor, Kadapa, Nalgonda and Rangareddy of Andhra Pradesh.

2. The students’ adjustment problems were measured through the adjustment problems’ inventory constructed and standardized by the investigator.

3. The government and private aided high schools were covered in the study.

4. The adjustment problems in social, emotional and educational areas are covered.

5. The study is restricted only to Telugu medium school in rural and urban areas.

6. The study covers study habits, home environment and personality characteristics of the students.

7. The present study is a survey type research.
5.1.5 Objectives of the study

The main objectives of the present study are:

1. To know the general level of adjustment problems persisting to 10th class pupils.

2. To find out the influence of different personal and demographic variables on adjustment problems of 10th class students.

3. To identify the most prevalent adjustment problems of 10th class boys and girls studying in co-education and single-sex schools under different managements.

4. To find out the influence of home environment of the students on their adjustment problems.

5. To find out the affect of the study habits of the students on their adjustment problems of the students.

6. To identify the personality factors which influence the level of adjustment problems.

7. To find out the relation between the different adjustment problems of students and their academic achievement.

8. To develop multiple regression equations to predict how far and to what extent adjustment and academic achievement of the students are related?
5.1.6 Hypotheses of the study

The hypotheses are set up in a null form, as this form of hypothesis is akin to the legal principle that man is innocent until he is proved guilty.

1. In general, the 10th class students have less adjustment problems.

2. The type of school would not significantly influence the adjustment problems of the students.

3. There would be no significant influence of gender on the adjustment problems of students.

4. The management would not significantly influence the adjustment problems of students.

5. The type of school would not significantly influence the social adjustment problems of the students.

6. There would be no significant influence of gender on the social adjustment problems of students.

7. There would be no significant influence of the type of management on the social adjustment problems of students.

8. The type of school would not significantly influence the emotional adjustment problems of the students.

9. There would be no significant influence of gender on the emotional adjustment problems of students.

10. There would be no significant influence of the type of management on the emotional adjustment problems of students.
11. The type of school would not significantly influence the educational adjustment problems of the students.

12. There would be no significant influence of gender on the educational adjustment problems of students.

13. There would be no significant influence of the type of management on the educational adjustment problems of students.

14. There would not be any significant difference between rural and urban school students on different adjustment problems.

15. There would not be any significant influence of caste on the adjustment problems of the students.

16. There would not be any significant influence of religion on the adjustment problems of the students.

17. There would not be any significant difference between adjustment problems of students coming from joint families and nuclear families.

18. There would not be any significant difference between adjustment problems of students staying with parents and with others.

19. There would not be any significant influence of birth order of the students on their adjustment problems.

20. There would not be any significant influence of fathers' educational level on the adjustment problems of the students.

21. There would not be any significant influence of mothers' educational level on the adjustment problems of the students.
22. There would not be any significant influence of parents' occupation on the adjustment problems of the students.

23. There would not be any significant influence of study habits on the adjustment problems of the students.

24. There would not be any significant influence of home environment on the adjustment problems of the students.

25. There would not be any significant influence of Personality of students on their adjustment problems.

26. There would not be any significant influence of personality of students on their Social adjustment.

27. There would not be any significant influence of personality of students on their Emotional adjustment.

28. There would not be any significant influence of personality of students on their Educational adjustment.

29. The type of school would not significantly influence the academic achievement of the students.

30. There would be no significant influence of the gender of the students on their academic achievement.

31. There would be no significant influence of the management of the school on the academic achievement of the students.

32. There would not be any significant difference between the academic achievement of rural and urban school students.
33. There would not be any significant influence of the community of the students on their academic achievement

34. There would not be any significant influence of the religion of the students on their academic achievement

35. There would not be any significant influence of the type of family of students on their academic achievement

36. There would not be any significant difference in the academic achievement of the students staying with parents and with others

37. There would not be any significant influence of the birth order of the students on their academic achievement

38. There would not be any significant influence of fathers' educational level on students' academic achievement.

39. There would not be any significant influence of mothers' educational level on students' academic achievement

40. There would not be any significant influence of the occupation of the parents on academic achievement of the students.

41. There would not be any significant influence of students' study habits on their academic achievement.

42. There would not be any significant influence of the home environment of the students on their academic achievement

43. There would not be any significant influence of students' personality on their academic achievement.
5.1.7 Variables studied

The dependent variables included in this study are (i) Adjustment problems which is sub-categorized as Social Adjustment Problems, Emotional Adjustment Problems and Educational Adjustment Problems and (ii) Academic achievement.

The independent variables are broadly grouped under three categories as given below:

A. General Variables:- (i) Study Habits and (ii) Home Environment

B. Personality Characteristics:- Cattell’s 14 PF of HSPQ Form – A

C. Personal and demographic variables:- Type of School, Gender, Management, Locality, Caste / Community, Religion, Type of family, Staying with whom, Birth order, Father’s educational level, Mother’s educational level and Parents’ occupation level.

5.1.8 Tools used in the study

The tools used in this investigation are:

i. Adjustment Problems Scale constructed by the Investigator.

ii. Study habits Inventory by Patel (adopted)

iii. Home Environment Inventory

iv. Academic achievement of the pupils.

v. Cattell’s 14 PF of HSPQ Form – A, was adopted for testing the personality factors.
5.1.9 Sample selected

The sample for the investigation consisted of 800 students studying 10th class. The stratified random sampling technique was adopted in three stages. In the first stage the stratification was made on the basis of Type of School (Single sex and Co-education school). The second stratification was made on the basis of gender of the student i.e. boys and girls. And in the third stage on the basis of management where the students are studying i.e. Government School or Private School, the stratification was made. From each of the stratification sub-groups of the districts 150 high schools were selected for this investigation.

The study was essentially a $2 \times 2 \times 2$ factorial design (2 types of schools x 2 gender x 2 managements). The sample for the present study was thus, 800 students studying 10th class were equally distributed between 2 types of schools, between 2 genders and between 2 managements. Thus, the sample of students was selected by a multiple stratified random sampling procedure.

5.1.10 Collection of data

The investigator has intimated the head of the schools (Headmasters) about his research work well in advance and obtained permission. The data has been collected from the 10th class students with the help of the concerned class teachers after explaining the need and purpose of the work.

The required number of students were chosen from the 10th class and were seated in a separate place and given the instructions orally and were also asked them to read the instructions given along with the instruments and motivated to respond genuinely to all the items in the data gathering tools. After giving a small break they were given the HSPQ and the response sheets and collected the data from them.
After publication of the S.S.C public examination results, the investigator again obtained the total marks and their achievement (Passed or failed), which were taken as the indices of the level of their academic achievement.

5.1.11 Scoring and analysis

The adjustment problems inventory was scored on a 5-point scale by giving weights 5, 4, 3, 2 and 1 in the case of positive statements and 1, 2, 3, 4 and 5 in the case of negative statements. The total score of inventory and also on each of the adjustment problems area (Social, Emotional and Educational adjustment problems) is taken. *A high score indicates more adjustment problems and vice-versa.*

The study habits scale is also on a 5-point scale by giving weights 5, 4, 3, 2 and 1 in the case of positive statements and 1, 2, 3, 4 and 5 in the case of negative statements. The grand total of the scale is considered for the analysis. *A high score is considered to be better study habits and vice versa.*

Home Environment Inventory is also on a 5-point scale and weights are given as said in the earlier cases of adjustment problems inventory and study habits scale. *Higher the score shows better the home environment and vice versa.*

For HSPQ, the scoring key prepared by the concerned authors was used. For the personal data, the numerical values are given for each variable to suit the computer analysis.

The data is analyzed with various perspectives based on the objectives of the study and hypotheses formulated for the study. Tables and graphs are used wherever necessary for presenting the data.
5.1.12 Statistical techniques employed

Descriptive statistics such as mean, median, mode, SD etc., were used to describe the distribution of the scores. The inferential statistical techniques such as ‘t’ and ‘F’ were employed to test different hypotheses. Stepwise regression analysis is employed to predict the adjustment problem scores of the students. The obtained results were interpreted meaningfully.

5.2 Major findings of the study

(i) In general, the 10th class students have less adjustment problems.

(ii) The type of school, gender and management showed a significant influence on the overall adjustment problems of the students. The boys of single-sex schools exhibited more adjustment problems than the co-education schools. The similar trend appeared among girl students. The students of single-sex schools under government management expressed high-level adjustment problems than the co-education schools under the same management. Similar trend was observed in the private management schools students.

(iii) The type of school showed a significant difference on the social, emotional and educational adjustment problems of the students. The students of single-sex schools exhibited more social, emotional and educational adjustment problems compared to the students of co-education schools.

(iv) Gender of the student also influenced the social, emotional and educational adjustment problems. Boys expressed more level of social, emotional and educational adjustment problems than their counterpart girl students.
(v) The type of management showed significant impact on the social, adjustment problems only. The students of government institutions had significantly higher social adjustment problems than the students of private management schools.

(vi) Students belonged to SC/ST, BC and OC communities differed significantly only in social adjustment problems. But they did not show any influence on emotional, educational and overall adjustment problems.

(vii) Students with the level of the education of their mothers differed significantly only in educational adjustment problems of the students. But, no significant difference was found in other adjustment problem areas like social and emotional adjustment problems.

(viii) Study habits of the students showed a significant difference in the social, emotional and overall adjustment problems. The students with poor study habits had more social adjustment problems than the students with good study habits. Similar trend was found in the emotional and overall adjustment problem areas. But, study habits do not influence the educational adjustment problems of the students.

(ix) A few personality factors viz., F, H, O and Q3 had shown a significant influence on the overall adjustment problems of the students. The factors F and I influenced the social adjustment problems. But, none of the personality factors influenced the emotional and educational adjustment problems of the students.
Gender and management showed a significant difference on the academic achievement of the students. Boys exhibited more academic achievement than the girl students. And the private school students had more academic achievement than the government school students.

The urban school students showed better academic achievement than the rural area school students.

Study habits of the students showed a significant difference in their academic achievement level. The results showed that the students with good study habits had better academic achievement than the poor and average study habits students.

5.3 Conclusions

Based on the discussion of the findings of the study, the following conclusions could be drawn:

(A) Adjustment Problems

(i) The type of school, i.e. Single-sex and Co-education, had a great influence on the overall adjustment problems of the students and also on the social, emotional and educational adjustment problems areas.

(ii) The gender of the student also showed a significant influence on the social, emotional and educational adjustment problems of the students.

(iii) The type of management of the school has its significant influence on the social adjustment problems of the students. But it doesn't influence the emotional and educational adjustment problems of the students.
(iv) The community of the students showed a significant influence on all the areas of adjustment problems. Similarly mothers' educational qualifications had influenced the educational adjustment problems of the students.

(v) Study habits of the students showed its significant influence on the social and emotional adjustment problems. But, they influenced nothing on the educational adjustment problems of the students.

(vi) A few personality factors influenced the overall adjustment problems of the students. But in specific areas viz., emotional and educational adjustment problems the personality factors did influenced nothing.

(vii) Though home environment is one of the significant predictors in increasing/decreasing the adjustment problems of the students found no influence in the present study. Whereas, religion, community, locality, type of family etc., had shown no significant effect on overall adjustment problems nor social, emotional and educational adjustment problems of the students.

(B) Academic Achievement:

(viii) The type of school, gender and management had influenced the academic achievement of the students.

(ix) The variables viz., locality, study habits, mothers' education level had significant positive effects on the academic achievement of the students. However, no significant effect of community, religion, birth order, type of family, staying with whom, parents' occupation, home environment and personality factors was found on the academic achievement of the student.
(C) Multiple Regression Analysis:

(x) Prediction of overall adjustment problems: 20.4 percent of the variance in adjustment problems was predicted by 28 personal and demographic variables, 2 intervening variables and 14 personality factors. Out of which, the factors G (gender), TS (type of school) and SH (study habits), could explain 16.56 percent of the variance in the overall adjustment problems. The remaining variables put together contributed to only 3.84 percent of the variance in the overall adjustment problems.

(xi) Prediction of social adjustment problems: The total variance in SAP predicted by all the seven factors was 16.7 per cent. Out of which the first three factors viz., G, TS and M could explain about 13.16 per cent of the variance in the social adjustment problems. The remaining four variables put together contributed to only 3.54 per cent of the variance in the social adjustment problems.

(xii) Prediction of emotional adjustment problems: The total variance in EAP predicted by all the five factors was 17.1 per cent. Out of which the first two factors viz., G and TS could explain about 15.12 per cent of the variance in the emotional adjustment problems. The remaining three variables put together contributed to only 1.98 per cent of the variance in the emotional adjustment problems.

(xiii) Prediction of educational adjustment problems: The total variance in EDAP predicted by all the six factors was 11.4 per cent. Out of which the first three factors viz., G, TS and ME could explain about 9.33 per cent of the variance in the educational adjustment problems. The remaining four variables put together contributed to only 2.07 per cent of the variance in the educational adjustment problems.
5.4 Educational implications

There is no gainsaying that the destiny of the Nation is shaped in her classrooms, because it is in the classrooms that the future citizens acquire the required knowledge and skills to lead a useful and fruitful life and contribute their might to the welfare of the Nation. It is there that their personality characteristics and their value system are shaped. The pivot in this process is the adjustment problems that occur simultaneously along with their education. Therefore, the adjustment problems become a decisive role in estimating the character of the student. The adolescence period made the students with stress and strain, which leads them to frustration, and becomes unadjustable to the present situations.

(i) The adjustment problems are important for the students not only to their school education but also life long education. Hence, it is essential to include the special methods to recognise the problems of the students at various levels and lower their burden on them.

(ii) Boys are suffering with more adjustment problems in all the areas than that of the girl students. Care may be taken to find the areas of adjustment problems and make boys adjust better suitable with the situations.

(iii) The adjustment problems of urban students are very high. Hence, the teachers, parents and the friends have to take necessary steps to promote better adjustment among them.
(iv) Intelligence is also associated with the adjustment problems of the students. Hence, intelligence skills should be included among the students.

(v) It was found that very few personality factors have their own influence on the students' adjustment problems. It is recommended to improve those personality characteristics in the students related to their adjustment problems.

(vi) Academic achievement of the students is associated with their study habits. Hence, proper study habits may be developed among the students for attaining good academic achievement.

(vii) Home environment also plays a significant role in determining the adjustment problems. Therefore, parents have to take care of their problems at home.

5.5 Limitations and Suggestions for further research

While conducting the present study, a need for a few specific research studies relating to the field was felt. The suggestions for such studies are enumerated below:

(i) A more intensive study including students studying in residential and non-residential schools such as APRS, APRWS, NAVODAYA, RAILWAY schools etc., will throw more light on the different issues and different adjustment problems of the students.

(ii) This study is restricted to 10th class only. It may be conducted for other classes in the junior colleges, degree colleges and teacher training institutions.
(iii) This is a survey type of research. It may also be conducted on experimental research type.

(iv) This study may be conducted with the specific problems of children viz., deaf, dumb, blind, physically handicapped.

(v) A study to see the impact of adjustment problems on behavioural changes of the students' needs to be carried out.

(vi) An in-depth investigation on the health adjustment problems, home adjustment problems, school adjustment problems etc., may be done because they have an immense practical utility on the adjustment problems of the students.

(vii) Studies may be taken up to investigate the relative contribution of the variables – home climate, study habits, teaching faculty available, attitude towards the present education and examination system etc.

(viii) A critical study of classroom performance of the students with varying degrees of experienced adjustment may be undertaken.

(ix) Studies could be undertaken to measure, factor-wise adjustment areas, when they are classified according to their gender, management, locality etc.

(x) Study may be undertaken to investigate the relationship between the factors – areas of adjustment problems, study habits, home environment, socio-economic status, locus of control.
(xi) Comparative study could be undertaken to find out the extent of adjustment problems of the students studying in residential and non-residential schools, Navodaya schools, Sainik schools, Central schools and private schools.

(xii) Studies may be undertaken to evolve strategies to prevent educational adjustment problems.

(xiii) Longitudinal studies based on class-wise, gender-wise, type of school-wise, management-wise analysis on adjustment problems could be undertaken among the students.